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ABSTRACT

This book of 16 chapters by various contributors is intended to assist teachers to translate theory into practical classroom strategies for mainstreaming children with disabilities. It includes guidelines for the detection of 101 special needs and more than 1000 corrective strategies. Chapters have the following titles and authors: "Teaching All the Students: A Mandate for Educators" (Robert A. Gable and Jo M. Hendrickson); "Special Needs of Special Populations" (Joyce S. Choate); "Special Instruction: Some Basic Principles" (Joyce S. Choate); "Recognizing Words: The Tools for Reading Comprehension" (Joyce S. Choate and Thomas A. Rakes); "Reading Comprehension: Process, Skills, and Strategies" (Joyce S. Choate and Thomas A. Rakes); "Speech: The Process of Oral Communication" (Paulette J. Thomas and Fairy F. Carmack); "Language: The Foundation of Learning" (Paulette J. Thomas and Fairy F. Carmack); "Written Expression: Process and Product" (Thomas A. Rakes and Joyce S. Choate); "Handwriting and Spelling: Tools for Written Communication" (Lamoine J. Miller et al.); "Arithmetic Computation: From Concrete to Abstract" (Brian E. Enright and Joyce S. Choate); "Mathematical Problem Solving: The Goal of Mathematics" (Brian E. Enright and Joyce S. Choate); "Relevant Science: Topics, Process, and Strategies" (Thomas A. Rakes and Joyce S. Choate); "Social Studies: Topics, Process, and Strategies" (Lana J. Smith and Dennie L. Smith); "Managing Classroom Behavior To Enhance Teaching and Learning" (Frank J. Sparzo and James A. Poteet); "Instructional Management for Student and Teacher Success" (William H. Evans et al.); and "Collaboration in the Schools: Ensuring Success" (Robert A. Gable et al.). References are included for individual chapters. (DB)